

2009 – 2010

Annual Report

Ohio Community Schools





Department
of Education

Ted Strickland, Governor

Deborah S. Delisle, Superintendent of Public Instruction

December 31, 2010

The Honorable Ted Strickland
Office of the Governor
77 South High Street, 30th Floor
Columbus, Ohio 43215

RE: 2009 – 2010 Annual Report on Ohio Community Schools

Dear Governor Strickland:

The Ohio Department of Education's Office of Community Schools is pleased to provide you with the eighth Annual Report on Community Schools Operating in Ohio. In compliance with Ohio Revised Code §3314.015(A)(4), this report is submitted by Dec. 31 each year to the Governor, the Speaker of the House of Representatives, the President of the Senate, and the Chairpersons of the House and Senate committees principally responsible for education matters.

Last year, nearly 94,000 students attended one of Ohio's community schools, which equates to more than 5 percent of the total public school enrollment in our state. To meet the needs of the public, this report has been designed as a compendium of community school information to help Ohio citizens gain an understanding of community schools' operations and their role as an integral part of our system of public education.

A number of tables and graphs accompany the narrative and links to other informative pages are provided on the Community Schools Web pages. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *Community Schools Annual Report*.

Sincerely,

A handwritten signature in black ink that reads "Kathleen C. Madden".

Kathleen C. Madden, Director
Office of Community Schools
Ohio Department of Education

Executive Summary

Each year, the Ohio Department of Education's (ODE's) Office of Community Schools (OCS) submits an annual report on community schools operating in Ohio. The report, in compliance with Ohio Revised Code (ORC) §3314.015(A)(4), provides information on the "effectiveness of academic programs, operations and legal compliance and of the financial condition of all community schools." This report goes beyond the strictly legal, "nuts and bolts" requirements to provide a thorough, comprehensive and objective review of the state of Ohio's community schools.

The 2009-2010 Annual Report also highlights and celebrates the achievements community schools have made with respect to four essential elements in the successful community school equation:

1. Increased student enrollment;
2. Improved academic performance;
3. Strengthened fiscal accountability; and
4. Heightened sponsor accountability and oversight.

In analyzing these elements, this annual report also demonstrates the progress made toward higher quality since the passage of the "pilot" community school legislation in June 1997. Recently enacted closure and accountability requirements continue to influence the development of strong new community schools in Ohio, as well as the scope of monitoring and oversight by the sponsor in its role as authorizer of the school. In support and recognition of the crucial role that sponsors play, OCS has increased its focus on sponsor performance through targeted technical assistance and the evaluative process to strengthen the quality of community schools.

Community Schools in 2009 – 2010: The Basics

Since the first law establishing such schools was passed by the General Assembly in 1997, Ohio has seen the continuing development of public charter schools (called community schools) as vehicles that offer choice for families seeking a different educational environment for their children. Sustaining high-quality and high-performing community schools remains OCS's top priority and mission.

Community schools are public, nonprofit, nonsectarian schools operating independently of any school district, but under a contract with a sponsoring entity that is established in statute or approved by ODE. While they receive state and federal funds, they also are purposefully designed by statute to have greater operational autonomy and provide greater flexibility in programs. Flexibility provides community school sponsors, administrators, and teachers multiple paths to design unique curriculum and instruction models, while autonomy allows these schools to operate in a structure and environment that can be more efficient and responsive than that of larger, traditional public school districts.

Currently, OCS provides technical assistance to developers and sponsors of community schools, approves organizations seeking to sponsor new start-up community schools, and oversees all sponsors, regardless of whether their authority is granted by ODE or legislatively. Sponsors are instrumental in the performance and success of community schools and crucial to ensuring academic performance, financial reporting, quality control, and technical assistance. As such, OCS has directed its efforts in expanding sponsor capacity to enable school success, to benefit not only community school authorizers and their schools, but most importantly, the students and families who depend on them.

There are two types of community schools. Conversion community schools are those in which part or all of an existing traditional public school building, or a building operated by a Joint Vocational School District or Educational Service Center, is transformed into a community school. These schools may be established in any public school district in the state.

The second type, referred to as new start-up community schools, may be located only in “challenged” school districts, currently defined as:

- The “Ohio 8” urban public school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown);
- School districts located in the “pilot area” of Lucas County; and
- Districts designated in *Academic Emergency or Academic Watch* by the most current [Local Report Card](#) and search keyword: *iLRC*.

The discussion below addresses, in turn, each of the “four essential elements” of the successful community school equation.

1. Increased Student Enrollment

In June 2010, nearly 94,000 Ohio students were enrolled in 323 schools operating during the 2009-2010 school year. Enrollment is reported as full-time equivalent (FTE).

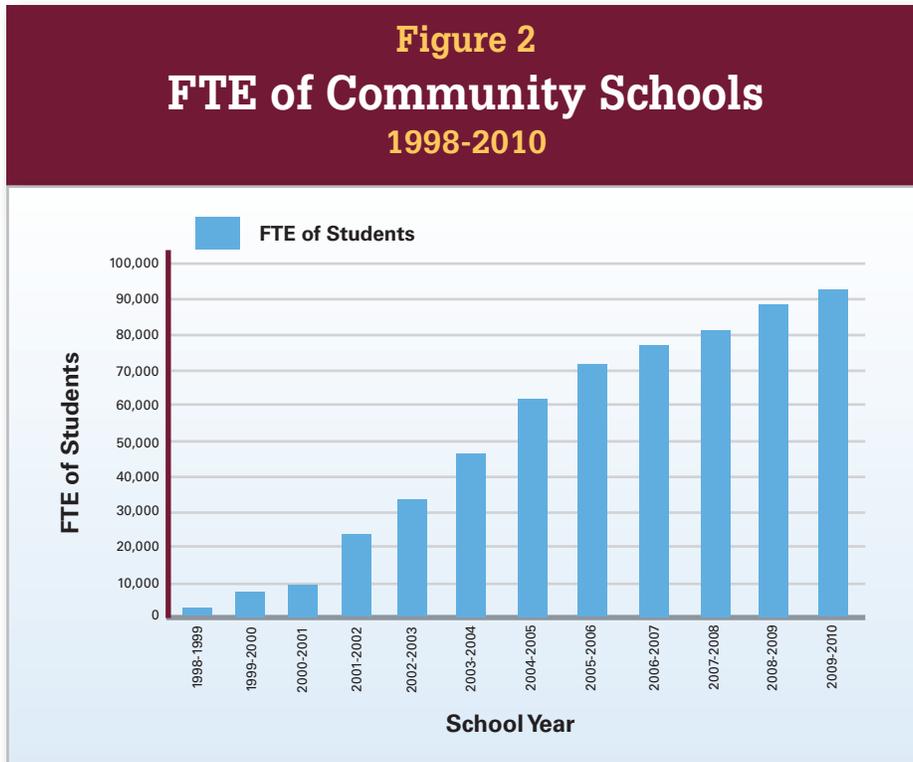
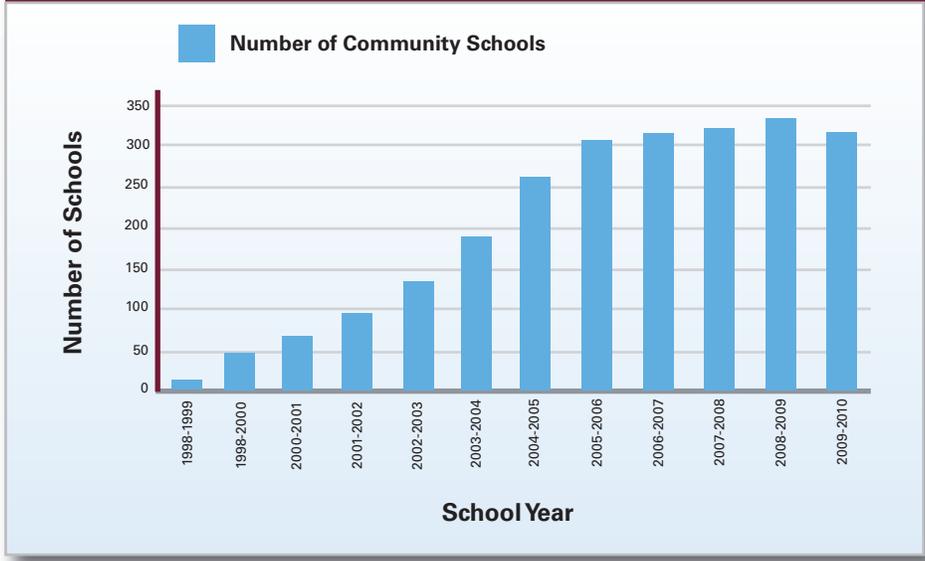


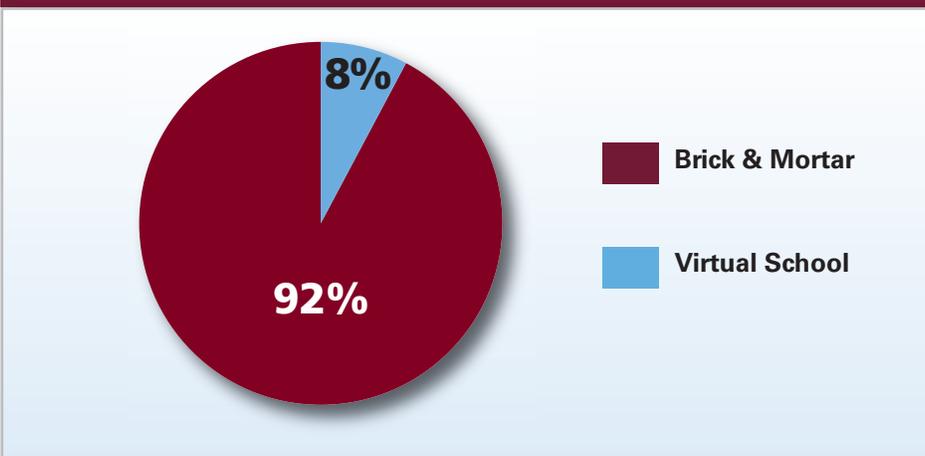
Figure 3
Number of Community Schools
1998-2010

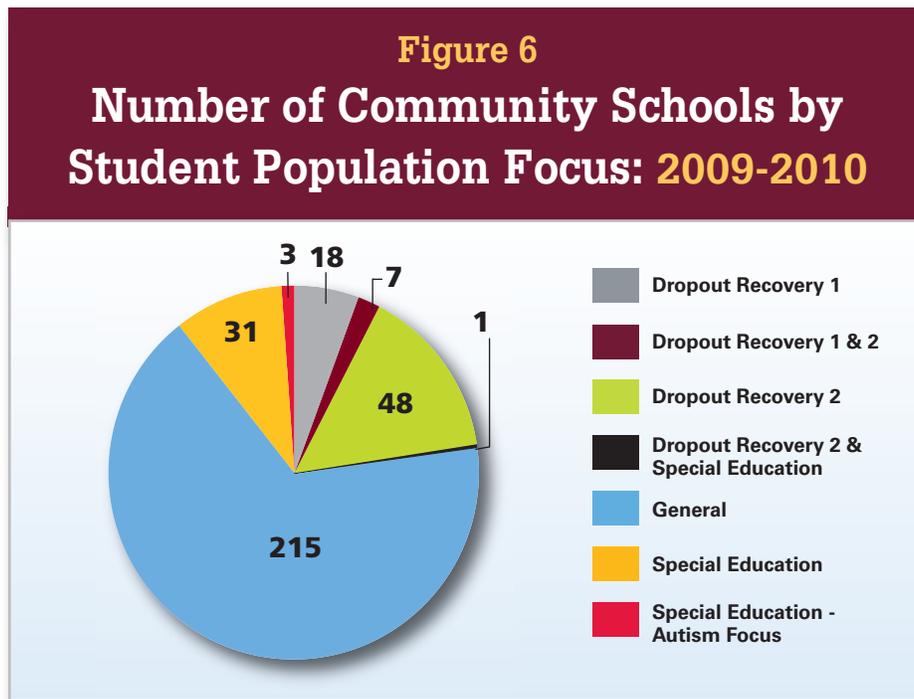
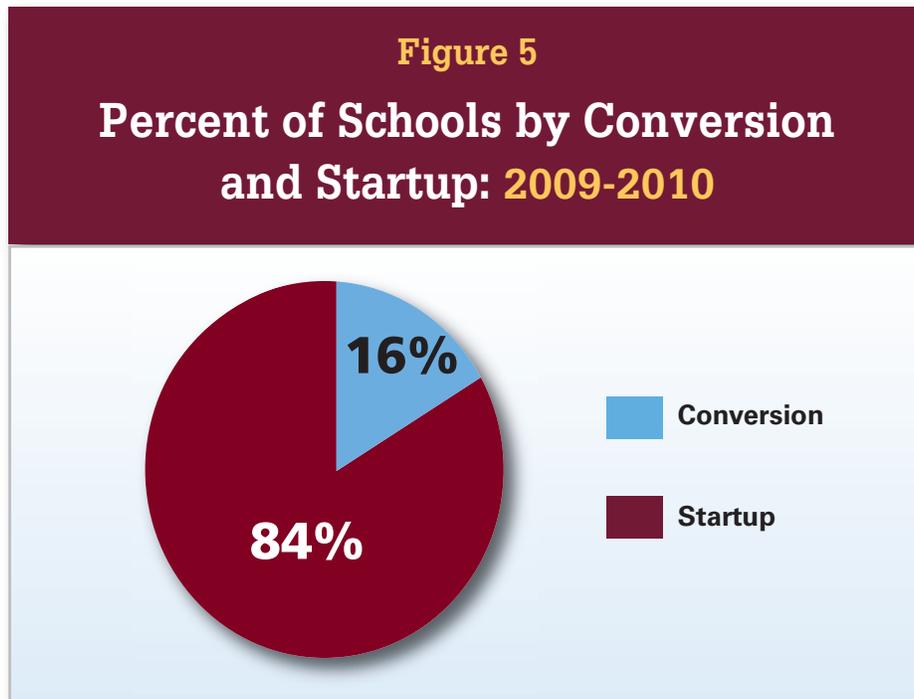


While Figure 2 demonstrates that the enrollment in Ohio community schools has grown from year to year, Figure 3, shows a decline in the number of community schools operating during the previous year. The reasons for this decline are not known. Contributing factors may include the community school closure law and requirements pertaining to the opening of new start-up community schools. (ORC §3314.014)

Community schools add to the variety of public education options available in Ohio. Figures 4, 5, and 6 demonstrate the characteristics of these schools as they serve students and families in various settings.

Figure 4
Percent of Schools by
Brick & Mortar and Virtual: 2009-2010





2. Improved Academic Performance

Ohio's community school students must participate in all state-required assessments, including the Ohio Achievement Assessments (OAA) for grades 3 through 8, and the Ohio Graduation Tests (OGTs). In recent years, community schools have made encouraging gains in their academic performance. For example, in the 2009-2010 school year, more community schools received ratings of *Excellent, Effective and Continuous Improvement*, as compared to the previous year. Eighty percent of community schools either maintained or moved up one or more ratings over the previous year, and 61 percent improved their Performance Index scores. Finding appropriate comparisons between community and public schools can be difficult. However, the majority of community schools are located in the Ohio 8 districts, permitting comparisons between the two. Overall, state ratings of the community schools located in the Ohio 8 districts were comparable and on average, sometimes even better, as indicated in Figures 9 and 10.

Figure 7
Percent of Community Schools by Rating
Over Time: 2006-2007 to 2009-2010

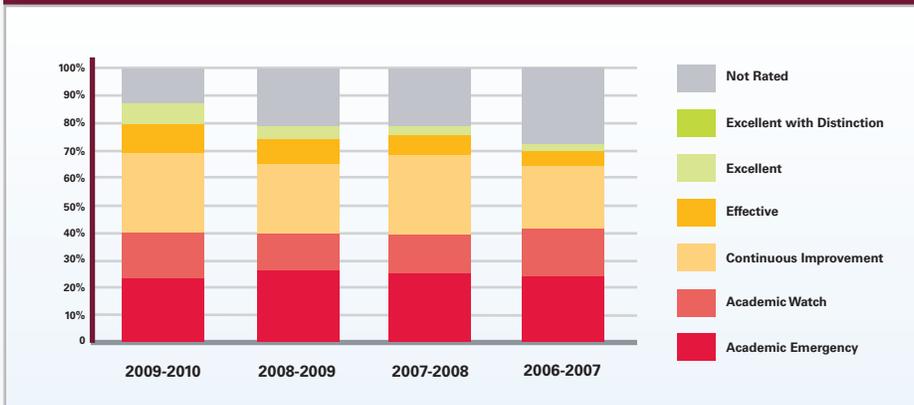
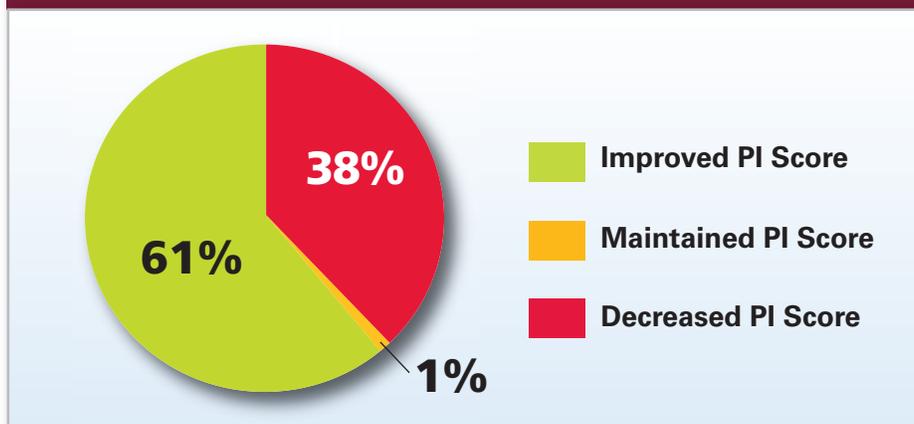
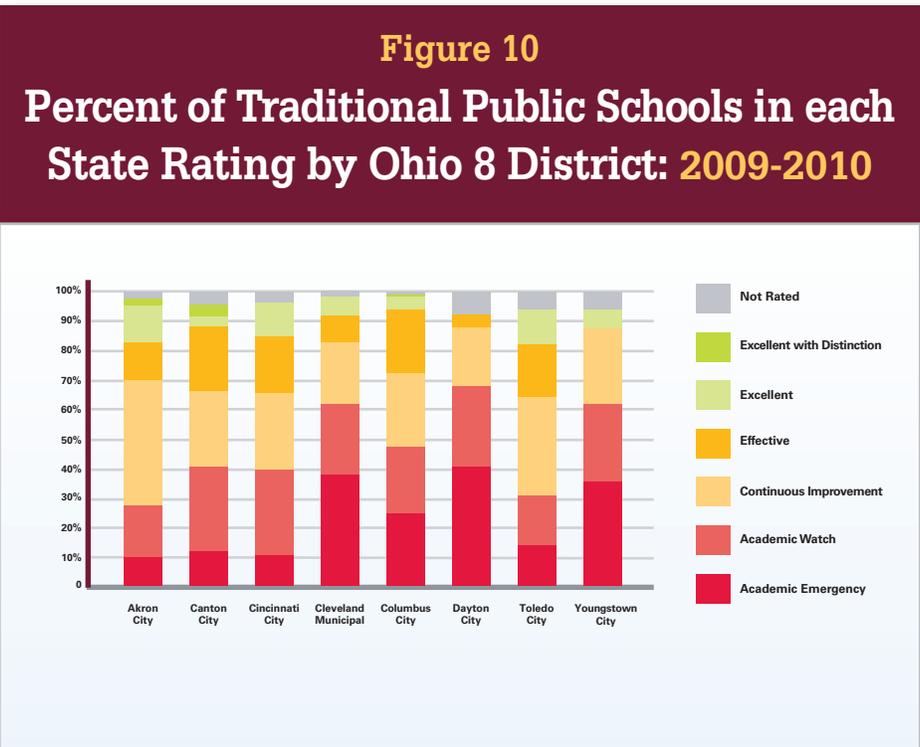
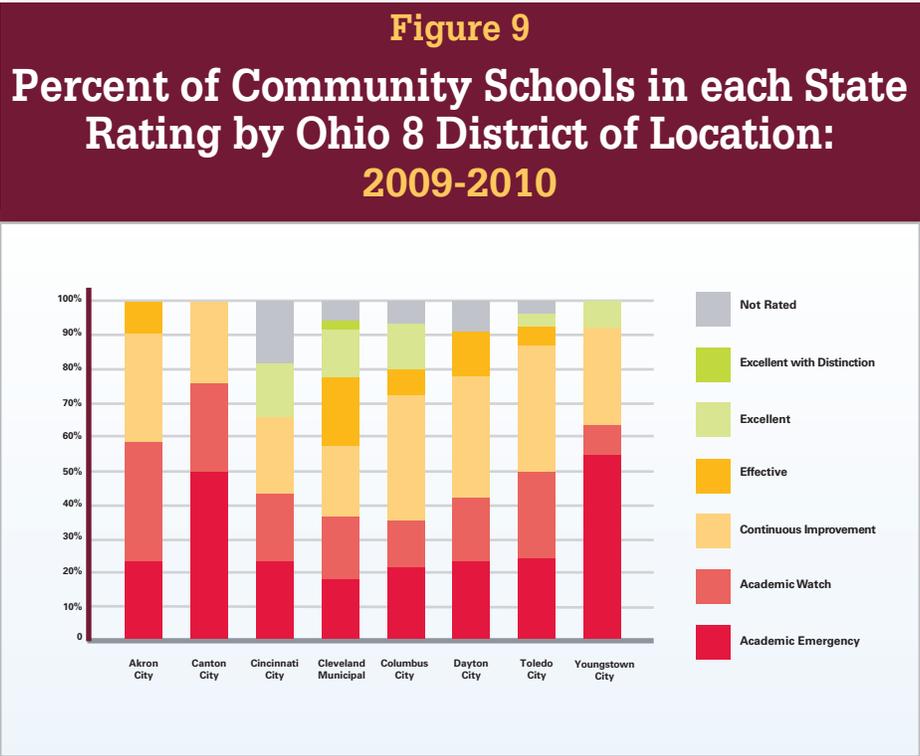


Figure 8
Percent of Community Schools by
Change in Performance Index Score:
2008-2009 to 2009-2010





Increases in Academic Performance of Community Schools

Schools of Promise

In October 2010, Superintendent of Public Instruction Deborah S. Delisle announced that 161 Ohio schools had been designated *Schools of Promise*. Of that number, nine were community schools. The program identifies schools across the state with more than 40 percent of their students from low-income backgrounds and where those enrolled met or exceeded the state standard of 75 percent passage in reading or mathematics for the 2009-2010 school year. In addition, all student groups meet the federal requirement for Adequate Yearly Progress.

The community schools that received the Ohio Schools of Promise designation for 2009-2010 are:

County	District Name
Cuyahoga	Citizen's Academy
Cuyahoga	Cleveland Entrepreneurship Preparatory School
Cuyahoga	Constellation Schools: Outreach Academy for Student with Disabilities
Cuyahoga	Constellation Schools: Puritas Community Elementary
Cuyahoga	Horizon Science Academy Cleveland
Cuyahoga	The Intergenerational School
Franklin	Arts & College Preparatory Academy
Franklin	Charles School at Ohio Dominican University
Franklin	Horizon Science Academy Columbus

Accountability and Community School Academic Programs

Accountability for community schools is set forth in state and federal law and in each community school's contract with its sponsor. Community schools must define their curriculum and performance goals in their contract, employ highly qualified educators and administer state achievement assessments and graduation tests.

In addition to participating in all state-required assessments, including the OAs and OGTs, community schools must comply with the requirements of *No Child Left Behind*, including achieving adequate yearly progress (AYP) and the employment of highly qualified teachers. Moreover, community schools must close if they do not demonstrate increased academic performance via their state performance rating and for those schools with any of grades 4 through 8, their Value-Added metrics.

There can be no stronger accountability instrument for community schools than school closure. House Bill 1 added more stringent criteria to trigger the closure of a community school based on academic performance. The following demonstrates the current legislative requirements for school closure.

Grade Levels Offered	Closure Criteria
A school that does not offer a grade higher than 3	Has been in Academic Emergency for three of the four most recent school years
A school that offers any of grades four to eight, but no grade higher than 9	Has been in Academic Emergency for two of the three most recent school years and showed less than one standard year of academic growth in reading or mathematics for at least two of the three most recent school years
A school that offers any of grades 10 to 12	Has been in Academic Emergency for three of the four most recent school years

The closure criteria provide schools clear guidelines based on expected performance. The law, however, contains two exemptions to school closure. ORC §3314.35 exempts from closure any community school in which a majority of the students are children with disabilities receiving special education and related services in accordance with Chapter 3323 of the Code. Also exempt from closure are schools that primarily serve students in a dropout recovery program that is operated by the school and has been granted a waiver under ORC §3314.36.

The strength of the new accountability measures can be demonstrated by the fact that just five schools face closure because of continued poor academic performance by the end of the 2010-2011 school year, compared to 10 community schools closed in the 2009-2010 school year because of the closure law. As of June 3, 2010, 12 schools have been closed permanently under ORC §3314.35. Beginning with the 2009-2010 school year, the ratings a community school receives under ORC §3302.03 for its first two full school years were not considered toward automatic closure of the school under ORC §3314.35.

The Local Report Card, AYP and Value-Added requirements, coupled with the attending possibility of school closure, have raised both the accountability bar and the consequences for low-performing community schools.

Value-Added is a measure of the performance of schools and districts in providing their students a year of growth in a year of time. Green denotes the proportion of schools or districts that had Value-Added results that were statistically better than the standard of “one year’s growth in one year’s time” (LRC *Plus* rating). Yellow denotes the proportion of schools or districts that met the growth standard (LRC *Check* rating). Red denotes the proportion of schools or districts that did not meet the standard (LRC *Minus* rating).

Figures 11 through 13 show the percentage of schools and districts that were rated in each of three Value-Added categories.

As seen in Figure 11, in 2010 approximately six in 10 districts (62.4 percent) met or exceed the standard of one year of growth. This is a decrease from the previous year when 88 percent of all districts met or exceeded the standard. It is important to note the following:

- If a school or district exceeds the growth standard two years in a row, its report card designation can be adjusted “up” one step, including a level of *Excellent with Distinction*;
- If a school or district does not meet the growth standard for three years in a row, its report card designation can be adjusted “down” one step (but no worse than *Academic Emergency*).

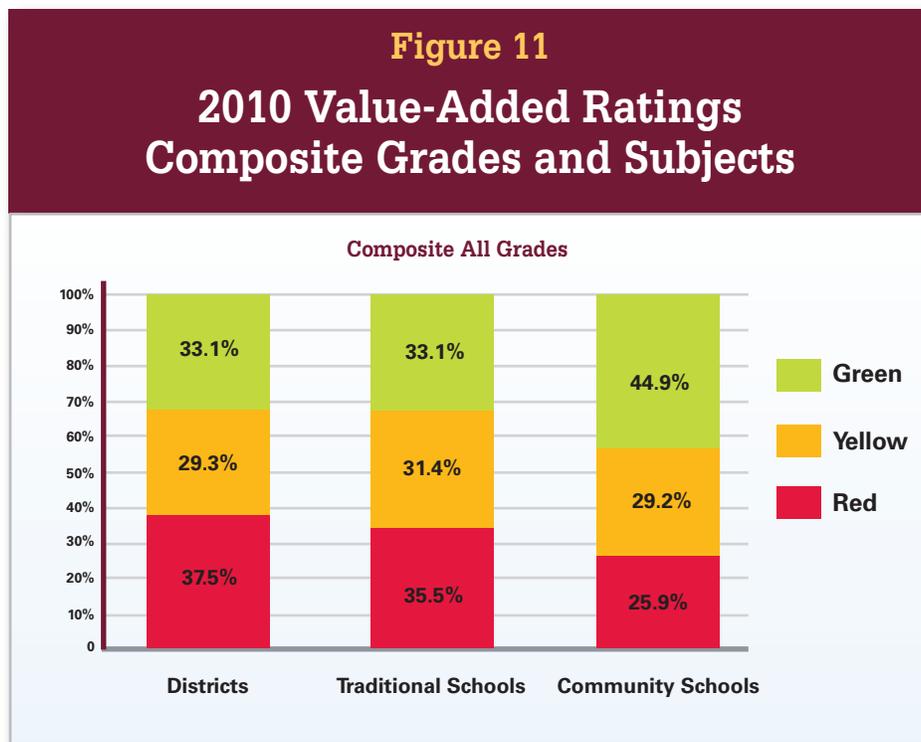


Figure 12 provides the Value-Added results in reading for all grade levels combined.

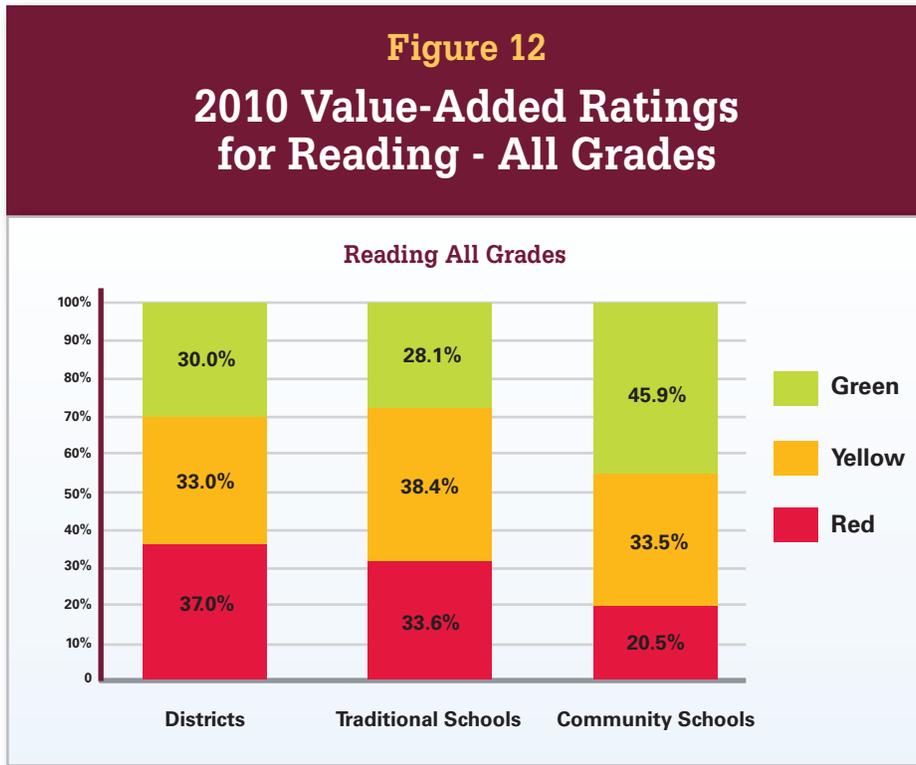
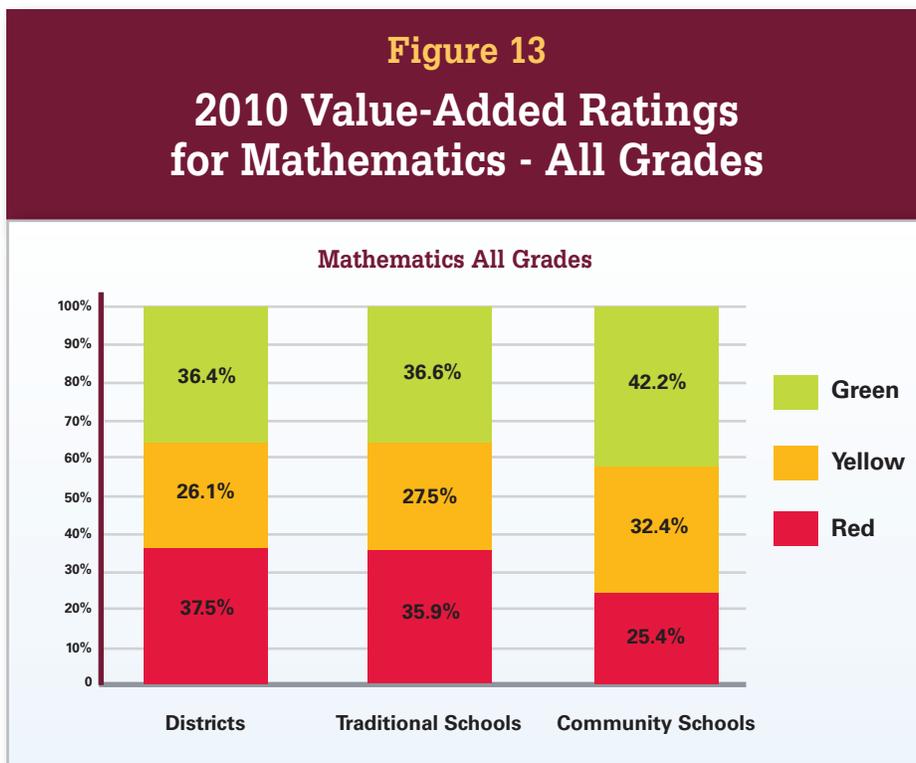
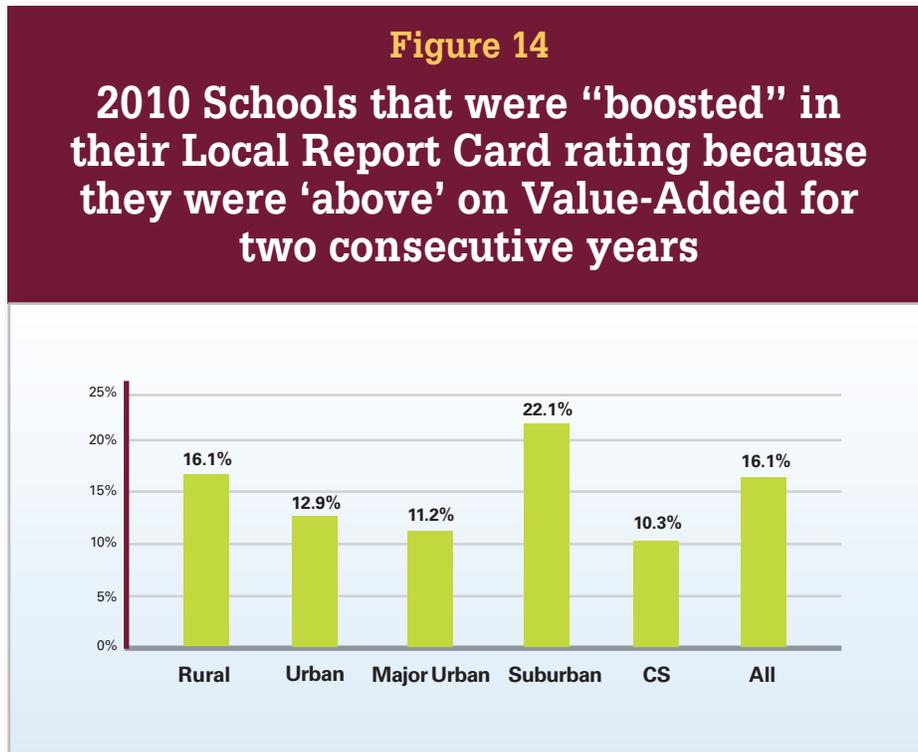


Figure 13 shows the Value-Added results in mathematics for all grade levels combined.



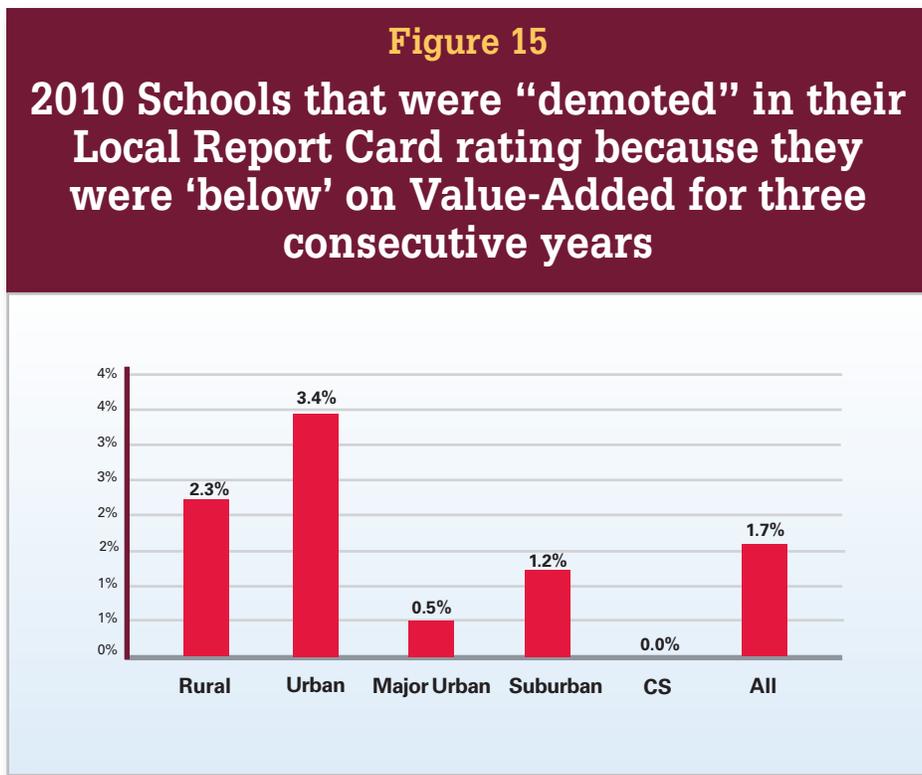
There were 3,663 schools that received a Value-Added rating in 2010. Of that total, 16.1 percent received a rating of “plus” for the second year in a row, and thus attained a boost in their overall report card rating. While this result varied somewhat among schools in different types of districts, the advancement in rating due to Value-Added was seen in schools of all district types.

Figure 14 shows the pattern of schools attaining a “plus” rating in Value-Added two years in a row for schools in different types of districts. CS means Community Schools.



Starting with the 2009 report card, schools and districts that did not meet the Value-Added standard for a third year in a row were negatively affected in their overall LRC rating by one level. Sixty-two schools (1.7 percent of schools that received a Value-Added score in 2010) did not meet the standard for a third year in a row and received a lower rating on their report card. Note that schools that were rated in *Academic Emergency* before to the application of the Value-Added measure could not receive a lower LRC rating since there is no LRC designation below *Academic Emergency*.

Figure 15 shows the percentage of schools that had their LRC rating reduced because they were below in Value-Added for three consecutive years. As shown, no community schools had their ratings reduced because of these circumstances. This represents another strong indicator of improved community school academic performance.



3. Strengthened Financial Accountability

Financial Stability of Community Schools

OCS has long been proactive in its approach to addressing substandard practices in financial reporting. Because of these concerns, OCS takes precautions to ensure that all funds, including Public Charter School Program (PCSP) funds and state foundation payments, are not disbursed until deficiencies in financial reporting are corrected.

Requirements for financial monitoring include the Auditor of State’s obligation to provide written notification (should a community school be found unauditible) to the school, its sponsor and ODE, and to post the notification on the Auditor’s website. Community schools declared unauditible have 90 days to bring their records into an auditible condition or face withdrawal of all state and federal funding.

Please note: From July 1, 2009 to June 30, 2010, **no** community schools were listed as unauditible by the Auditor of State, while two community schools were released from unauditible status by the Auditor of State. They were:

Project Name	Fiscal year	Status	Date Unauditible	Date Released
The Arts Academy	2007	Completed	8/19/2008	4/13/2010
The Harte School	2006	Completed	1/17/2007	2/4/2010

A sponsor of an unauditible community school is prohibited from entering into contracts with additional community school governing boards until the Auditor completes a successful financial audit of the school declared unauditible. OCS continues to partner closely with the Auditor of State on community school financial matters and is grateful for their collaboration and support in addressing these matters proactively.

The Public Charter School Grant Program

OCS has been instrumental in providing for quality school design and implementation through competitive grants to community schools from the U. S. Department of Education and administered by ODE. PCSP planning grants allow school designers the opportunity for careful planning of the new school, while PCSP implementation grants provide new schools access the resources needed to open them. A new school may receive up to \$500,000 from the PCSP over three years, including up to \$50,000 in planning funds.

The PCSP grant money has allowed OSC to influence the design of high-quality schools and to disseminate best practices. Ohio has received three PCSP grants, covering a nine-year period. Ohio’s most recent PCSP award was the second highest in the nation, with \$48,817,500 allocated to Ohio for the August, 2007 – July, 2010 performance period. OCS regards the PCSP as a resource to help influence the planning and development of public charter school programs.

4. Heightened Sponsor Accountability and Oversight

In Ohio, community schools are created when individuals (called developers) seeking to open a new community school enter into a contract with a community school sponsor. The community school contract specifies those aspects of academic, fiscal, governance and accountability the governing authority is responsible for carrying out. The sponsor and the governing authority (similar to a board of education) are the only two parties to the contract. OCS reviews each contract to ensure that all elements required by law are included in the agreement. If a contract does not contain all of the legal requirements, it is returned to the sponsor for modification or amendment.

Sponsor Performance Review Process

OCS's Sponsor Performance Review (SPR) process is designed to measure sponsor capacity and compliance with the obligation to provide oversight, monitoring and technical assistance to schools, along with intervention and corrective action when necessary. The SPR establishes a high-quality set of professional standards and a system of evaluation that leads to improved authorizer practices that support quality school outcomes. Ohio's requirement to evaluate sponsor organizations is unique and the SPR is key to ensuring the accountability of sponsors for school quality and student achievement.

The SPR is undergoing a significant transformation. The data collection instrument and process used in the SPR are being improved to include a more acute examination of quality as it relates to sponsor performance. Past versions of the SPR have been more narrowly oriented towards compliance.

Sponsor evaluation is enabled through ORC §3314.05 (B)(1), which, since April 2003, requires first-time sponsors of new start-up community schools to be approved by ODE and to enter into a written agreement with ODE regarding how they will conduct their sponsor activities. The SPR was developed as a means to assure compliance with the written agreement between the sponsor and ODE.

The following figure displays types of sponsors of operating community schools. Since the legislation referenced above went into effect, of the sponsors approved by ODE, 18 are active. Figure 16 reflects all active sponsors and the number of open schools for each sponsor category.

Figure 16

Sponsor Types and Operating Schools

December 2010

Sponsor Types	Number of Sponsors	Open New Start-up Community Schools	Open Conversion Community Schools
ODE-approved sponsor of new start-ups			
Federal non-profit organization	7	139	Not eligible to sponsor
Educational Service Center	7	18	3
Traditional School District	3	3	0
State University	1	1	Not eligible to sponsor
Statutorily authorized sponsor of new start-ups			
Educational Service Center	1	68	0
State University - designee	1	39	Not eligible to sponsor
Grandfathered sponsor currently sponsoring new start-ups, conversions*			
Traditional School District	6	12	1
Joint Vocational School District	1	1	0
Statutorily authorized sponsor of conversions			
Traditional School District	40	0	49
Educational Service Center	4	Not eligible	6
TOTAL	71	281	59

* A grandfathered sponsor is an entity that sponsored a community school on or before April 8, 2003; such an organization may sponsor a new start-up community school without ODE's approval of its authority to do so.

Quality Assurance through Increased Sponsor Capacity

Over the past several years, ODE has responded to a series of legislative initiatives (see the Legislative Timeline) that address sponsor accountability, while also improving the quality and capacity of sponsor organizations. Under new limits to the opening of new schools, sponsors may authorize and open new start-up schools under the “Successful Operator Provision” if the operator manages schools in Ohio or another state that perform at a level rated equivalent to *Continuous Improvement* or better. As a result, quality is addressed by linking new school openings to successful performance by existing community school models.

Conversion Community Schools: Compatibility Considerations

Traditional public school districts face unique challenges in their role as sponsors of conversion community schools. Because of the statutory requirement that these schools demonstrate a separate and unique identity apart from the district sponsor, OCS thoroughly reviewed governance and potential conflict of interest issues related to these schools, and ultimately requested a formal opinion from both the Ohio Attorney General and the Ohio Ethics Commission with respect to conversion community schools facing compatibility and conflict of interest concerns.

While the release of the Ethics Commission opinion was pending as of the compilation of this report, the Ohio Attorney General rendered a formal opinion in August 2010. The opinion centered around board of education members and school district superintendents and treasurers who either hold a concurrent position of employment with both the school district and a conversion community school; or perform services for a conversion community school as part of his or her official duties for the district pursuant to an agreement and for compensation by the school district. (Ohio Attorney General Opinion No. 2010-020, Aug. 10, 2010).

The opinion confirmed ODE’s interpretation of operational independence, delineating which situations were strictly prohibited, and which were permissible but required the district representative to refrain from direct and indirect participation in matters affecting the community school.

Legislation

Community schools have been operating for 13 years in Ohio. During each session of the General Assembly, legislative changes have been made to the program. The following legislative timeline described the changes, by bill number, for each session.

Community School Legislative History

1997

122nd General Assembly 1997-1998

HB 215

- Pilot community school program established
- Lucas County ESC established as a sponsor
- University of Toledo established as a sponsor
- New start-ups allowed to locate in Lucas county only

SB 55

- Program expanded beyond Lucas county
- State Board of Education (SBOE) established as a sponsor
- Defined *challenged districts* as districts in Lucas county, and the eight largest urban districts
- New start-ups allowed to locate in challenged districts only

HB 770

- University of Toledo designee allowed to sponsor new start-up community schools

1999

123rd General Assembly 1999-2000

HB 282

- Expanded challenged districts to include Ohio Urban 21 districts
- Expanded challenged districts to include those in Academic Emergency
- Community Schools required to designate attendance areas
- Districts required to transport community school students

2001

124th General Assembly 2001-2002

HB 94

- Districts required to offer real property for sale to new startups
- Sponsors granted right to suspend, terminate and non-renew community schools

HB 364

- SBOE role changed to authorizer of sponsors
- SBOE efforts refocused on oversight of sponsors and providing technical assistance to schools and sponsors
- SBOE able to sponsor community schools only in very narrow circumstances
- A sponsor that operated on or before April 8, 2003, is regarded as “grandfathered” for purposes of continuing to act as a sponsor
- Non-grandfathered sponsors of new start-ups required to apply to SBOE
- Sponsorship of new start-ups extended to include school districts, ESCs, the 13 four-year state universities and qualified 501(c)3s
- Expanded challenged districts to include those in Academic Watch
- Limited the total number of non-district sponsored new start-ups to 225 until July 1, 2005
- Allowed and defined e-schools

Community School Legislative History

2003

125th General Assembly 2003-2004

HB 95

- ESCs allowed to sponsor startups in any challenged district
- Schools prohibited from contracting with a new sponsor upon termination of their contract
- Detailed the flow of state aid to community schools
- Required automatic withdrawal of community school students missing 105 consecutive hours of instruction

HB 3

- Limited challenged districts to include only those in Lucas county, Ohio 8 urban districts, Academic Watch and Academic Emergency districts
- Required SBOE to recommend e-school standards to the General Assembly

2005

126th General Assembly 2005-2006

HB 66

- Expanded community school accountability for special education and related services
- Established expected gains for community schools on additional assessments
- Allowed only 30 additional district-sponsored and 30 additional non-district sponsored new start-ups to open until July 1, 2007
- Required a lottery be held to determine which new start-ups could open
- Placed a moratorium on new e-schools until the General Assembly enacts standards for e-school operation
- Required e-schools to provide testing locations within 50 miles of students' homes
- Required e-schools to withdraw students who fail to participate in state-mandated tests for two consecutive years
- Defined a "day" for an e-school student as a minimum of five hours and maximum of 10 hours of learning opportunities
- Established e-school pupil instruction expenditure criteria and reporting requirements
- Required governing authorities to partner with a successful operator to open a new start-up above the cap
- Placed limits on the number of schools that can be sponsored by an entity
- Ultimately capped the number of new start-up community schools at 50 per sponsor
- Required operator applicants who currently operate schools outside of Ohio to meet a minimum quality standard
- Required community school contracts to be adopted no later than March 15 of the year in which the school is to open
- Required community school to open within one year of the contract's execution
- Required non-dropout recovery schools to open by Sept. 30 of the year in which the contract is signed
- Required ODE to adopt closing procedures for use by community schools and sponsors

HB 79

- Clarified requirements of districts offering real property to community schools
- Reduced a sponsor's cap by one for every school that closes permanently
- Allowed individuals to serve on no more than two schools' governing authorities at one time
- Limited governing authority members' compensation for attendance at meetings
- Prohibited governing authority members of new start-ups, and their immediate relatives, from becoming owners, employees or consultants of any community school operator until one year after such membership has ended

Community School Legislative History

2005

126th General Assembly 2005-2006 continued

- Provided appeal rights for the community school's operator in the event that the governing authority terminated the operator's contract
- Allowed the parents of e-school students to waive the school's requirement to provide a computer to their enrolled child
- Replaced earlier expected gains with the state ratings and Value-Added systems to determine closure requirements for poorly performing community schools
- Provided an exemption from closure for poor performance for certain dropout recovery community schools

2007

127th General Assembly 2007-2008

HB 119

- Lifted the moratorium on new start-ups by allowing them to open under the control of a successful operator meeting certain criteria
- Expanded penalties for failing to report, or misreporting EMIS data
- Strengthened the requirements for new sponsor applicants who currently sponsor or operate schools outside of Ohio to meet a minimum quality standard
- Limited the sponsorship territory of ESCs to their own and contiguous service areas, but exempted this limitation for schools already sponsored outside of the limited areas
- Modified payments for community school students attending multiple educational providers in one year
- Allowed community schools to transport their own students and receive transportation funds directly from the state
- Established pre-opening requirements for all community schools that must be confirmed by sponsors prior to the beginning of each school year
- Required the Auditor of State to provide written notification to the school, sponsor and ODE when finding a community school is unauditible
- Prohibited the sponsor of an unauditible school from entering into preliminary agreements and /or contracts with additional community schools until the audit is complete.
- Required the sponsor of an unauditible school to notify the Auditor of State of the actions it will take as a result of the unauditible finding
- Required ODE to withhold funds, until notified otherwise by the Auditor of State, from any school that has failed to make progress in bringing its records into an auditable condition within 90 days of the finding
- Clarified the proper distribution of a closed community school's assets
- Prohibited community schools not operating as of May 1, 2005, from operating within residential treatment facilities that receive and care for children

HB 562

- Allowed ESCs to sponsor conversion community schools that would be housed in an existing building used by the ESC
- Allowed new start-ups to be established in two districts under the same contract in certain circumstances
- Allowed governing authorities of multiple community schools to enter into pooling agreements to make purchases
- Established the five-year ISUS demonstration project

Community School Legislative History

2009

128th General Assembly 2009-2010

HB 1

- Required ODE to issue a community school's first Local Report Card (LRC) at the end of its first year of operation rather than the second year of operation
- Excluded any ratings a community school receives on its first two LRCs from use in the community school closure criteria
- Strengthened the closure criteria for poorly performing community schools
- Expanded the exemption of schools from the closure criteria to include schools in which more than half of the students enrolled receive special education or related services
- Required the chief administrative officer of closing schools to transmit each student's records to his or her district of record within seven business days of the school's permanent closure
- Clarified that any and all sponsors are under the oversight of ODE
- Required ODE's annual report on community schools to report the performance of sponsors
- Clarified the performance requirements of schools used for the operator provision
- Allowed Joint Vocational School Districts to sponsor conversion community schools
- Revised the minimum standard for the expenditure of state funds on instruction by e-schools and provided a fine for non-compliance
- Eliminated the prohibition against e-schools counting purchases of computers, obscenity filtering software and certain other software toward instructional expenditures

HB 290

- Allowed a conversion community school to locate outside of the sponsoring district in very narrow circumstances
- Allowed a conversion community school to obtain a new sponsor in very narrow circumstances

Additional Components of the Community School Annual Report

The remainder of the report presents tables describing school academic and demographic data, enrollment and finance. It also presents the sponsors' assessment of community school legal compliance, along with ODE's assessment of sponsor performance. Many of the tables include historic information for previous school years, as well as data for the 2009-2010 school year. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *Community Schools Annual Report*.